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MAKING THE CASE FOR
INDEPENDENT HIGHER EDUCATION



THE COUNCIL OF
INDEPENDENT COLLEGES



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FOUNDED IN 1956, THE COUNCIL OF INDEPENDENT COLLEGES (CIC) IS AN ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES WORKING TOGETHER TO:

- ***SUPPORT COLLEGE AND UNIVERSITY LEADERSHIP,***
- ***ADVANCE INSTITUTIONAL EXCELLENCE, AND***
- ***ENHANCE PRIVATE HIGHER EDUCATION'S CONTRIBUTIONS TO SOCIETY.***

CIC IS THE MAJOR NATIONAL SERVICE ORGANIZATION FOR ALL SMALL AND MID-SIZED, INDEPENDENT, LIBERAL ARTS COLLEGES AND UNIVERSITIES IN THE UNITED STATES. CIC IS NOT A LOBBYING ORGANIZATION, BUT RATHER FOCUSES ON PROVIDING SERVICES TO CAMPUS LEADERS AS WELL AS SEMINARS, WORKSHOPS, AND PROGRAMS THAT ASSIST INSTITUTIONS IN IMPROVING EDUCATIONAL PROGRAMS, ADMINISTRATIVE AND FINANCIAL PERFORMANCE, AND INSTITUTIONAL VISIBILITY.

TABLE OF CONTENTS

Message from the Chair	2
Message from the President	3
Making the Case	4
Connecting Leaders	8
Promoting High-Quality Education	12
Stimulating Reform	17
Forming Collaborations	18
2003-2004 Awardees	21
Resource Development	22
Financial Statement	23
Board of Directors	24
Advisory Committees and Task Forces	26
Institutional Members	29
International and Associate Members	33
Affiliate Members	34
CIC Staff and Advisors	35
Connecting with CIC	37



MARY PAT SEURKAMP, CHAIR

Making the case for the effectiveness of small and mid-sized independent colleges and universities is a challenge that all CIC member presidents must tackle. We have a great story to tell and recent research underscores the public's confidence in private higher education. It will, however, always be important to articulate, with certainty and passion, the qualities of the excellent educational program our colleges deliver. The CIC Board of Directors has directed CIC to undertake an ambitious initiative to help make that case. In fact, my first year as chair of the CIC Board of Directors has been focused on the launch of the Making the Case Initiative.

This several-year effort, combined with an Enhancing Decision-Making Initiative, enables CIC to collect data on independent colleges and universities and to develop the capacity to analyze those data, which will be useful in CIC's promotion of this sector and in helping institutions use comparative data for decision-making purposes.

Of course, the Council has been involved in myriad other projects and services that meet the needs, interests, and concerns of member institutions. These are described in detail in this Annual Report.

I am also pleased to report that CIC's membership continues its steady growth—the final total for 2003-2004 represented a record level of 522 institutional members. In addition, participation in the Council's major conferences remains high—attendance at the 2004 Presidents Institute equaled the previous year's record level, and the number of participants attending the 2003 Institute for Chief Academic Officers was one of the highest ever.

CIC's growth and the continual creation and implementation of so many initiatives are indeed proving the Council's success in serving and making the case for independent higher education, connecting and listening to its leaders, promoting high-quality education, stimulating reform, and forming collaborations to create and strengthen programs.

A handwritten signature in black ink that reads "Mary Pat Seurkamp". The script is fluid and cursive.

Mary Pat Seurkamp
President, College of Notre Dame of Maryland
Chair, CIC Board of Directors

MESSAGE FROM THE PRESIDENT

The theme of this year's annual report, "Making the Case for Independent Higher Education," reflects a commitment undertaken by CIC at the urging of its member presidents, chief academic officers, and Board of Directors to help make a stronger case for the forms of education offered by small to mid-sized, teaching-oriented, private colleges and universities, and to collect and disseminate data and information on the independent sector of higher education.

During the past year, CIC commissioned two studies and collected other national data that can help to document the effectiveness of independent colleges and universities. Currently CIC is developing tools based on those data that will help campus leaders make a more effective case for their own institutions. In related activities, CIC held a symposium in November 2003 for institutional presidents and corporate CEOs to explore how leaders in both business and independent institutions of higher education can benefit from the connections between the liberal arts and business careers.

The Council also created a new *Key Indicators Tool* that provides comparative institutional data on critical ratios. This tool, sent to member presidents in summer 2004, is part of another CIC data-intensive effort to Enhance Decision-Making.

While the Making the Case and Enhancing Decision-Making Initiatives have constituted a major effort during 2003-2004, the Council has also launched several other new programs, services, and cooperative activities. Highlights for the year, which are described in the following pages, include:

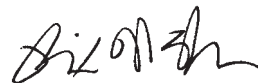
Publications. CIC issued three publications in 2003-2004: *Information Technology Benchmarks: A Practical Guide for College and University Presidents*; *Report of a Symposium on the*

Liberal Arts and Business; and a web-based publication, "Effective Practices Exchange," that caps a decade of work on off-campus student learning and community engagement.

Presidential Services and Programs. Several CIC services have enabled presidents to meet in order to advise one another, brought together presidents and trustees, and provided consultants on such issues as financial management and president-board relations. In addition, a first-ever Presidents Leadership Summit was held at the Microsoft Corporation headquarters in Redmond, Washington. It included 28 college presidents who explored with Microsoft experts the technology-influenced approaches to learning and communication of the upcoming "millennial generation" of students.

Other Programs and Services. CIC selected two colleges to receive the Heuer Award for Outstanding Achievement in Undergraduate Science Education; sponsored several workshops on "Transformation of the College Library"; co-sponsored with the Gilder Lehrman Institute of American History a seminar on "Slavery: Scholarship and Public History"; and collaborated with the Council of American Overseas Research Centers to offer a seminar for CIC faculty members on "Teaching About Islam and the Middle East."

Thanks are due to many CIC members, the Board of Directors, sponsors and other funders, and staff colleagues who contributed to these successes.



Richard Ekman
President
Council of Independent Colleges



RICHARD EKMAN, PRESIDENT



ASSUMPTION COLLEGE, MA

The impetus for the Making the Case Initiative was a strategic planning process conducted in 2001. More than 200 presidents and chief academic officers participated in 22 roundtable discussions and urged CIC to help to make this case, particularly through the collection and dissemination of information on the independent sector of higher education. Grants from the William Randolph Hearst Foundations and the Andrew W. Mellon Foundation are funding the activities.

CIC's goals in the Making the Case Initiative are to develop materials that can:

- Serve as resources to member presidents as they communicate with a wide range of audiences;
- Provide tools that can help CIC to advocate on behalf of private colleges and universities to audiences such as philanthropic and business leaders; and
- Establish CIC as a reliable source of information about higher education in general and private colleges and universities in particular.

DOCUMENTING THE CASE

Major activities related to the Making the Case Initiative during the past year have included the commissioning of two studies and the collection of other national data on private higher education.

NSSE Survey—CIC commissioned the National Survey of Student Engagement (NSSE) to compare results of private four-year colleges and universities with their public institution counterparts. The CIC/NSSE survey, which measures the extent to which students are engaged in educational practices that correlate with high levels of learning, included survey

responses from more than 171,631 students (first-year and senior) at 650 four-year colleges and universities (367 of which are private institutions) during the 2001-2003 survey administrations.

Comparative Alumni Survey—CIC also commissioned Hardwick~Day, a higher education research firm, to expand the sample size of its Comparative Alumni Survey, to ensure a nationally representative study that assesses learning effects and compares perspectives of alumni from private colleges and universities with those from public institutions. Interviews with more than 1,100 alumni drawn from more than 600 public and private institutions (of the alumni interviewed, over one-third graduated from private colleges) were conducted by telephone among individuals graduating from four-year institutions during 1970-1998.

The results of the NSSE and Comparative Alumni Survey studies suggest that independent college and university students are on average more engaged in the learning process and, as alumni, tend to have more favorable post-college experiences than students and alumni of public institutions.

Making the Case Materials—CIC also asked Hardwick~Day to draw on these studies and other data and recent research from a variety of national and state-based sources to craft—and document—key messages about the character and benefits of attending independent colleges. The messages are organized under five issue areas:

- **Accessibility**—availability of grants and loans, better graduation rates, presence and success of first-generation students, students of color, and students from all family incomes.

- **Student Learning and Life**—faculty-student interaction, rigor and engagement in class, prevalence of extra- and co-curricular learning, communities that support learning and emphasize values and ethics.
- **Student Success**—degree completion, acquisition of broad life and career skills, acquisition of values and ethics, completion of graduate degrees, income, role of faculty references, value of institution's academic reputation.
- **Satisfaction with Education**—satisfaction with education and preparation for life after college, financial and volunteer support for undergraduate institutions, belief that private education was a worthwhile investment.
- **Contribution to the Public Good** by private colleges, their students, and graduates—volunteering and community service, personal values and priorities, employment in and/or financial support for nonprofit and educational organizations, financial and personal involvement with churches.

The data collection and analysis is being converted into materials that will serve as resources for CIC member presidents as they communicate with a wide range of audiences; provide tools that can help CIC to speak on behalf of private colleges and universities to philanthropic and business leaders; and establish CIC as a reliable source of information about higher education in general and private colleges and universities in particular.

A variety of other programs and services offered by CIC in the past year also promotes the distinctive features of education offered by small to mid-sized, teaching-oriented, private colleges and universities.

Liberal Arts and Business Careers Symposium—Ten CIC member presidents and ten business executives met at Elmhurst College (IL) in November 2003 to explore how leaders in both the corporate community and at independent institutions of higher education can benefit from a better understanding of the connections between the liberal arts and business.

During the day-long meeting, participants spent time focusing on barriers to the appreciation of the liberal arts. They discussed specific steps that business and educational leaders could take to work together more effectively to prepare tomorrow's leaders, especially in business, and recommended ways to advocate more effectively for the value of liberal arts education.

A grant from the James S. Kemper Foundation supported the Symposium. The project co-moderators were Professor Harry L. Davis of the University of Chicago Graduate School of Business and CIC Senior Advisor Thomas F. Flynn, who directed the project. In July 2004, CIC published a *Report of a Symposium on the Liberal Arts and Business*, which includes a summary of the day's discussion as well as a collection of individual statements. Participants included:

College Presidents—Charles J. Beirne, S.J., Le Moyne College (NY); Richard J. Cook, Allegheny College (PA); Bryant L. Cureton, Elmhurst College (IL); Jonathan P. DeFelice, OSB, Saint Anselm College (NH); Andrew T. Ford, Wabash College (IN); William V. Frame, Augsburg College (MN); Karen I. Halbersleben, Northland College (WI); Todd S. Hutton, Utica College (NY); Michael Lomax, then president of Dillard University (LA), now president of the United Negro College Fund; and Michael A. MacDowell, College Misericordia (PA).



ST. JOHN FISHER COLLEGE, NY



ELMHURST COLLEGE, IL

Business Executives— John W. Bachmann, Edward Jones (MO); Peter C. Browning, Nucor Corporation and Queens University (NC); Murray Dashe, Cost Plus World Market (CA); Marlin Miller, Arrow International, Inc. (PA); Jeffrey E. Payne, Cigital (VA); Arthur Rasmussen, Household International (NY); Marvin Suomi, Kajima Corporation (NJ); William Travis, McGladrey & Pullen (MN); Peggy L. Young, NOVA Research (MD); and Paul Young, NOVA Research (MD).

Educating Low-Income Students: Access and Success— With a grant from the Lumina Foundation for Education, CIC completed a book of essays by college and university presidents about the ways their institutions are successfully educating low-income students. The presidents of 15 institutions, chosen from 47 who expressed interest, prepared essays describing institutional efforts to promote access to and success in college for individuals from low-income families. The essays explore such topics as preparing prospective students for the challenges of college, outreach to increase awareness of college opportunities, student financial aid strategies, student advising and support systems, instructional support, and incentives for completion of educational programs. The book, *Powerful Partnerships: Independent Colleges Share High-impact Strategies for Low-income Students' Success*, was published in October 2004 as part of the New Agenda Series by the Lumina Foundation for Education.

John Noonan, president emeritus of Bloomfield College (NJ), and CIC staff edited the volume. Authors include Dorothy Blaney, Cedar Crest College (PA); Jacqueline Doud, Mount St. Mary's College (CA); Lorna Edmundson, Wilson College (PA); Betty Landman, then president of Arcadia

University (PA); Andrea Lee, IHM, College of St. Catherine (MN); Michael Lomax, then president of Dillard University (LA); George Martin, St. Edward's University (TX); Douglas North, Alaska Pacific University; Gregory Prince, Hampshire College (MA); Kathleen Ross, SNJM, Heritage University (WA); Richard Santagati, Merrimack College (MA); Mary Pat Seurkamp, College of Notre Dame of Maryland; Larry Shinn, Berea College (KY); Barbara Sirvis, Southern Vermont College; and Henry Tisdale, Claflin University (SC).

Serving on the editorial advisory committee were Larry Earvin, president, Huston-Tillotson College (TX); Lee Fritschler, professor, School of Public Policy, George Mason University (VA); Jamie Merisotis, president, Institute for Higher Education Policy; John Noonan, president emeritus, Bloomfield College (NJ); and Matthew Quinn, executive director, Jack Kent Cooke Foundation.

Survey of Historic Architecture and Design on the Independent College and University Campus—This project, funded by a grant from the Getty Grant Program to document American campus architectural heritage, has been underway at CIC for the past two years. The survey was completed by 362 institutions in fall 2003, representing a return of more than 50 percent of the original list of schools that were invited to participate. More than 1,900 places of historical significance on private college and university campuses have been identified, and 3,600 images relating to sites of architectural, landscape, and planning interest and significance have been collected.

Project staff have begun to evaluate the survey data. They are developing a database that will ultimately be turned into a web-based image archive tool and gallery.

The website will make these collected data widely available and provide an interpretive framework. CIC is also planning a publication series which will be organized geographically.

Barbara Christen, CIC senior advisor and an architectural historian formerly affiliated with the National Gallery of Art, is heading the project. The project's advisory committee consists of Thomas C. Celli, A.I.A., president, Celli-Flynn Brennan Turkall Architects and Planners; Russell V. Keune, F.A.I.A., former director, international relations, American Institute of Architects; Randall Mason, professor, Graduate Program in Historic Preservation, University of Pennsylvania; Therese O'Malley, associate dean, Center for Advanced Study in the Visual Arts, National Gallery of Art; Damie Stillman, professor emeritus, University of Delaware; and John Strassburger, president, Ursinus College (PA).

MAKING THE CASE TO THE MEDIA

Working with the Media—CIC continued to co-sponsor an annual event for public relations directors. The CIC workshop, "Helping Your Faculty Gain More Media Attention," preceded a two-day conference held in June 2004 in Philadelphia, on "How Colleges and Universities Can Obtain National (and Regional) Publicity."

Communications Resources—Three issues of "Communications Resources," designed to help presidents and PR officers communicate their own institutions' stories, were produced and distributed in 2003-2004. The periodic mailing contains practical, relevant material and tools—talking points, data, how-to pieces, backgrounders, and letters to the editor and op-ed pieces from member presidents that make the case for independent higher education.

ENHANCING DECISION-MAKING

In addition to the importance of data in Making the Case, CIC has also been encouraging the use of data to enhance institutional decision-making.

Data and Decision Workshops—CIC continues to co-sponsor, with the Association for Institutional Research (AIR), workshops on the use of comparative data in institutional decision-making. Grant funds are available to support one workshop per year for the next two years. Three workshops have been held in prior years. The most recent one held in September 2004 in Charlotte, NC focused on the role of strategic assessment in institutional management.

Participants included teams from Albertson College (ID), American College of Greece, Benedictine College (KS), Cabrini College (PA), College of Mount St. Joseph (OH), College of Saint Benedict/Saint John's University (MN), Converse College (SC), Dean College (MA), Dordt College (IA), Elmira College (NY), Flagler College (FL), Friends University (KS), Gannon University (PA), Lees-McRae College (NC), Lynchburg College (VA), Marietta College (OH), Mount Aloysius College (PA), Pacific Lutheran University (WA), Paul Smith's College (NY), Roger Williams University (RI), Saint Leo University (FL), Siena College (NY), Sterling College (KS), Wesleyan College (GA), and Wilmington College (OH).

Key Indicators Tool—CIC created a *Key Indicators Tool* that provides comparative information in the areas of enrollment and retention, faculty, and finance. Each CIC member president received an individualized report in June 2004, designed to help the institution to benchmark itself against similar institutions.



DUQUESNE UNIVERSITY, PA



2004 PRESIDENTS INSTITUTE

CIC provides opportunities—in conferences, meetings, confidential consultations, and listservs—for campus leaders to share ideas and learn from one another. Among the programs and services:

PROGRAMS FOR PRESIDENTS

Presidents Institute—CIC's 2004 Institute provided presidents with ideas, leadership enhancement strategies, and networking opportunities. The Institute, under the theme of *Successful Institutions in a Changing World*, equaled last year's record attendance of 290 presidents (representing 54 percent of the Council's membership) and 170 spouses, and once again surpassed a record level of support from sponsors.

The plenary speakers included Herbert M. Allison, president and CEO of TIAA-CREF, who discussed the changing world economy and what it means for private colleges and universities; Diana G. Oblinger, executive director of higher education of Microsoft Corporation, who focused on how colleges and universities need to adapt to meet the changing learning styles, preferences, and service expectations of today's technology-influenced students; and William G. Bowen, president of the Andrew W. Mellon Foundation and co-author of *Reclaiming the Game*, who addressed the need for renewed attention to the relationship between students' academic performance and participation in sports. Closing plenary speakers included Margaret McKenna, president of Lesley University (MA), and Ian Newbould, president of North Carolina Wesleyan College, who led a spirited conversation on ways presidents can help campus communities address controversial issues.

PRESIDENTS INSTITUTE WORKSHOP HELPS PRESIDENTS DEVELOP NEW SOURCES OF REVENUE

A five-hour workshop immediately following the 2004 Institute offered additional ways to increase financial resources, looking beyond fundraising and tuition from the current student populations. The workshop featured presidents who shared their institutional experiences in partnerships, new programs for new markets, and new uses of institutional assets such as land or facilities.

Michael Sheeran, SJ, described the 25-year growth of the School of Professional Studies at Regis University (CO) to serve adults (now numbering 13,000) through an accelerated degree program, adding distance education, a for-profit component offering corporate training, and outreach to other institutions along the way. William Crouch explored the revenue generation possibilities in Georgetown College's (KY) seven-year partnership with the Cincinnati Bengals professional football team, which holds its training camp at the College. In addition, Lesley University's (MA) Margaret McKenna discussed weekend programs as well as collaborations with other organizations to offer new educational programs, and Paul LeBlanc of Southern New Hampshire University shared information about its long-standing distance education program.

OTHER SERVICES FOR PRESIDENTS

Several programs, with grants from the Henry Luce Foundation and H.J. Heinz Company Foundation, are serving presidents, including:

Presidential Forums—Since 2002, 77 presidents have participated in one of eight regional Forums. Each Forum convenes a group of five to seven presidents for three to four meetings per year to discuss professional concerns “off the record.” To encourage candid discussion, presidents in each Forum are from institutions that do not compete with one another. Among the topics that have been discussed at the Forums:

- **Governance**—the governance system and how to improve it, trustee recruitment, board leadership, how best to involve board members in meaningful discussion, building board leadership, how to select the chair, and working with a chair who is a micro-manager.
- **The Presidency**—presidential life cycle (seasons in the life of a president), how to carve out a personal life in the midst of the many demands on a president, how to make the office of the president more efficient, keys to more effective use of time, the president’s role in a successful financial campaign, and succession planning.
- **Finances**—collaboration and outsourcing, how and when to invest in your institution, the need to balance the operating budget while investing in the future, health insurance in an era of rising costs, funding financial aid, and how to create new sources of revenue.
- **Mission**—what it means to be a church-related college in the 21st century, under what circumstances is it appropriate to cancel a student performance of questionable taste, and how to build diversity on campus.

The Presidential Forums program is directed by George Houston, president emeritus of Mount St. Mary’s University (MD) and CIC senior advisor.

President-Trustee Dialogues—Nearly 100 presidents and trustees from 44 institutions participated in one of six President-Trustee Dialogues sponsored by CIC in 2003-2004. These regional meetings brought together presidents and one or two trustee leaders to examine board governance, president-board relations, and institutional strategy. Besides familiar topics such as trustees’ responsibilities and the board’s role in planning, participants considered “best practices” for board meetings, the emerging role of the “committee on trustees,” and the “curriculum” necessary to develop a strategic board.

Dialogue hosts were Xavier University (OH), Johnson C. Smith University (NC), St. Edward’s University (TX), Northwestern College (MN), The Sage Colleges (NY), and Albright College (PA). Another group of Dialogues, in new locations, will take place in 2004-2005.

The program was launched in July 2003 and is directed by Thomas Flynn, former president of Millikin University (IL), who serves as CIC senior advisor.

Presidents Consulting Service—Retired presidents comprise a roster of consultants to advise (via phone or a campus visit) sitting presidents on issues including crisis management, financial management, president-board relations, presidential evaluation, mentoring, and administrative reorganization. Nine consultations took place during 2003–2004, and several are being organized for 2004–2005. Former CIC President Allen Splete is the director.



CALIFORNIA BAPTIST UNIVERSITY, CA



2003 CAO INSTITUTE

CONNECTING CHIEF ACADEMIC OFFICERS

Institute for Chief Academic Officers—Near record-breaking attendance, two “sold-out” budget workshops, a pre-conference fiscal workshop, and well-received speakers and sessions marked a highly successful 31st annual Institute for Chief Academic Officers. The CIC meeting was held in November 2003 in Savannah, Georgia.

Throughout the conference, panelists explored the theme of *Leadership Challenges: Competition, Resources, and Excellence* with a focus on changing academic leadership roles, and steps CAOs are taking to provide students an excellent educational experience with limited resources in a competitive environment.

Major speakers included David W. Breneman, dean of the Curry School of Education at the University of Virginia and an authority on the finance and economics of higher education, who delivered the keynote address, and Kent John Chabotar, president and professor of political science at Guilford College (NC), whose address on “Strategic Budgeting” emphasized the role of academic officers in budget decisions and the involvement of faculty members in the budget process. In addition, Chatham College (PA) President Esther L. Barazzone and Susan Resneck Pierce, president emerita of the University of Puget Sound (WA), closed the conference with a plenary session on how they led institutional “turnarounds” based primarily on strengthening academic quality.

During the 2003 Institute for Chief Academic Officers, keynote speaker David Breneman recommended a number of specific actions for CAOs to improve their understanding of the institution’s budgets and finances:

- Pay attention to credit rating agencies such as Moodys—this is a player not to be ignored. Part of Moodys’ job is to differentiate between institutions, so find out what they’re looking at and address it.
- Learn how to deal with your chief financial officer—learn their language. They’re taught to keep things obscure; their role is to keep you from spending their money. They are a force—you need to learn all the ins and outs of tuition discounting, enrollment management, fund accounting, restricted funds, quasi-endowments, etc.
- Learn about these matters by sitting in on as many subcommittees as you can—budget and finance, investment, and enrollment committees. You should be there—demonstrate your ability to understand these areas, and read publications from NACUBO, The College Board, and other organizations.
- Contribute creatively in your area of expertise. In difficult economic times, colleges must maintain quality while decreasing costs or increasing revenue or both. Conduct an evaluation of your curriculum; reorganize so that all faculty members are contributing to the educational mission; work to minimize curricular sprawl; don’t offer too many majors; be willing to close an occasional program to free up valuable resources; and explore uses of educational technology and collaborative opportunities.
- Be seen as an active participant in helping to shape the future of your institution; be an advocate for academic quality as measured by student learning; be a manager of educational resources; give development staff ideas for fundraising; be a full team player working effectively with the president, board, and faculty.

CONNECTING OTHER CAMPUS LEADERS, FACULTY MEMBERS, AND ADMINISTRATORS

Department/Division Chairs Workshops—More than 157 department/division chairs representing 72 colleges and universities participated in the third annual series of regional workshops in spring 2004 that focused on *Handling Front Line Issues of Retention, Personnel, and Preventive Law*. The workshops were held in Portland (OR) in April; Richmond (VA) in May; and in Kansas City (MO) and Cincinnati (OH) in June. Sessions explored conflict resolution strategies, approaches to conducting difficult conversations, and effective ways of working with the chief academic officer. Experts on higher education law explained essential strategies for department chairs to minimize legal problems. A topic judged by participants at all of the workshops to be of particular importance was conflict resolution. Participants also praised the workshops for offering “practical and applicable information,” “an atmosphere that encouraged sharing among all participants,” “an excellent presentation on legal issues,” and “an opportunity for self-reflection on the various subjects.”

CONNECTING SPOUSES

Spouses Programming—CIC provides special programming for spouses of presidents and chief academic officers at its two annual meetings. A record number of presidential spouses (170) attended CIC’s 2004 Presidents Institute, featuring sessions on the personal and professional interests of presidential spouses. Discussion groups led by presidential spouses focused on topics such as planning programs for trustee spouses and working with students. The program also included a session led by Christie Vilsack, the wife of Iowa Governor Tom Vilsack, on the parallels between the roles of spouses of political and campus leaders.



OGLETHORPE UNIVERSITY, GA

The Council's support of practical, sustainable, and cost-effective ways to raise the quality of education is distinctive. CIC's initiatives and programs help strengthen libraries, and teaching and research in critical fields of study; assist campus leaders in addressing student learning; provide professional development opportunities; and connect campuses with communities, among other purposes.

STRENGTHENING LIBRARIES, AND TEACHING AND RESEARCH IN SELECTED CRITICAL FIELDS OF STUDY

Transformation of the College Library Workshops—With the successful 2002 library workshop as the prototype, CIC, in cooperation with the Council on Library and Information Resources (CLIR), offered three grant-funded workshops in 2004. Workshop locations and dates were: San Francisco (CA) in February; Pittsburgh (PA) in April; and Minneapolis/St. Paul (MN) in June.

The workshops focused on the dramatic changes now occurring in college libraries, and addressed such critical issues as advancing information literacy as an element of liberal education, the role of the library in teaching and learning through collaboration between librarians and faculty members, the changing use and conception of the physical space of the library, the challenges of using technology in improving students' learning, setting institutional priorities for library-related costs when they increasingly exceed standard budget guidelines, implementing institutional change, and assessing the institution-wide impact of changes in library services.

The workshops were funded by grants from the William and Flora Hewlett Foundation; Carl and Lily Pforzheimer Foundation; Gladys Krieble Delmas Foundation; and

Association of College and Research Libraries. Applications were received from 217 institutions, and the following participated:

(San Francisco) Alaska Pacific University, Anderson University (IN), Arcadia University (PA), Champlain College (VT), Dordt College (IA), East Texas Baptist University, Elizabethtown College (PA), George Fox University (OR), Goucher College (MD), Jarvis Christian College (TX), Linfield College (OR), Olivet Nazarene University (IL), Paine College (GA), Saint Michael's College (VT), Siena Heights University (MI), St. Joseph's College (NY), Texas Lutheran University, University of Scranton (PA), University of St. Thomas (TX), and Woodbury University (CA).

(Pittsburgh) Aurora University (IL), Cabrini College (PA), Cazenovia College (NY), College of Saint Rose (NY), Gannon University (PA), Geneva College (PA), Georgian Court University (NJ), Hampden-Sydney College (VA), Holy Family University (PA), Immaculata University (PA), Ithaca College (NY), Merrimack College (MA), Messiah College (PA), North Carolina Wesleyan College, Nyack College (NY), Saint Mary's College (IN), Seton Hill University (PA), St. Ambrose University (IA), St. Thomas Aquinas College (NY), and University of the Incarnate Word (TX).

(Minneapolis) Alma College (MI), Bay Path College (MA), Belmont Abbey College (NC), Bethel University (MN), California Lutheran University, Cornell College (IA), Dominican University (IL), Drake University (IA), Emerson College (MA), Judson College (IL), Loras College (IA), Mitchell College (CT), Morningside College (IA), Mount Marty College (SD), Saint Anselm College (NH), Saint Mary-of-the-Woods College (IN), Southern New Hampshire University, St. Thomas University (FL), and Viterbo University (WI).



WHITWORTH COLLEGE, WA

PROMOTING HIGH-QUALITY EDUCATION

Seminars in American History—CIC and the Gilder Lehrman Institute of American History co-sponsored a third annual seminar for CIC faculty members in history and related fields. The 2004 seminar, held at Columbia University in New York City in August, focused on “Slavery: Scholarship and Public History.” The seminar directors were David Blight, Professor of History at Yale University, and James Oliver Horton, Benjamin Banneker Professor of American Studies and History at George Washington University.

Participants examined selections from a century’s worth of writings by historians who have attempted to explain the history of American slavery and its role in the formation of the nation’s political, economic, and social structure. Changing interpretations reflect the state of American historical scholarship and the racial dynamics of the nation. The seminar focused on American slavery scholarship, and the difficulty of public presentation of this most important aspect of American history as it confronts the nation’s memory and sense of heritage.

Blight is the author of *Race and Reunion: The Civil War in American Memory*, for which he won the 2001 Frederick Douglass Prize and the 2002 Bancroft and Lincoln Prizes. Horton is director of the African American Communities Project at the National Museum of American History, a member of the Lincoln Bicentennial Commission, and president-elect of the Organization of American Historians. He is author of *Free People of Color: Inside the African American Community*.

Thirty-one faculty members were selected by competitive nomination; participants came from Albion College (MI),

Aurora University (IL), Bay Path College (MA), Berea College (KY), California Lutheran University, Charleston Southern University (SC), Cornell College (IA), Florida Memorial College, Florida Southern College, Gettysburg College (PA), Gustavus Adolphus College (MN), Ithaca College (NY), Jamestown College (ND), Lourdes College (OH), Lynchburg College (VA), Moravian College (PA), Nazareth College (NY), Ohio Valley College (WV), Otterbein College (OH), Saint Anselm College (NH), Saint Xavier University (IL), Southeastern College (FL), Southern New Hampshire University, St. Edward’s University (TX), The College of Wooster (OH), University of Great Falls (MT), University of Indianapolis (IN), University of Saint Mary (KS), University of the Incarnate Word (TX), Wagner College (NY), and Waynesburg College (PA).

Heuer Awards for Outstanding Achievement in Undergraduate Science Education—Two independent colleges were selected in 2004 to receive the Council of Independent Colleges fourth annual Heuer Awards for Outstanding Achievement in Undergraduate Science Education. Allegheny College (PA) and Columbia College Chicago (IL) were chosen out of 38 nominations for demonstrating noteworthy recent achievement in undergraduate science education.

The CIC/Heuer award program, funded by The Russell Pearce and Elizabeth Crimian Heuer Foundation, builds on the documented achievements of independent colleges and universities in undergraduate science education. Each institution received a \$10,000 award that may be used for further enhancement of its science programs.



WESTMINSTER COLLEGE, UT

A panel of science educators, knowledgeable about science and mathematics education in private colleges and universities, chose the Heuer Award recipients. Panelists included W. H. Bearce (chair), CIC senior advisor and a retired professor of chemistry and dean of the college at Central College (IA);

Lee Ann Chaney, associate professor of biology at Whitworth College (WA); Richard Rolleigh, professor of physics at Hendrix College (AR); and Gail Steehler, professor of chemistry at Roanoke College (VA).

THE 2004 HEUER AWARDS FOR OUTSTANDING ACHIEVEMENT IN UNDERGRADUATE SCIENCE EDUCATION

Allegheny College (PA)—Neuroscience major. The biology and psychology departments have cooperated to create a major in neuroscience. Established in 1996, the major has grown from one graduate in 1997 to 35 in 2003, while the numbers of majors in biology and psychology have also remained strong. Undergraduates are actively involved in collaborative research, both on and off campus, and have given an impressive number of presentations of their work. Graduates have gone on to graduate programs in neuroscience and health-related fields and most of the recent graduates are employed in related fields. The interdisciplinary program also allows non-science majors the opportunity for research experiences in neuroscience, while making it possible for neuroscience majors to find new ways of understanding their own discipline. For the past five years, faculty members from the neuroscience program have conducted a two-week neuroscience summer camp for high school juniors, and have participated in a program that allows gifted high school students to visit the campus every other week during the school year. Neuroscience faculty members and students additionally participate in "Brain Awareness Week," visiting middle schools and high schools to give presentations and demonstrations.

Columbia College Chicago (IL)—Science Institute. The Institute for Science Education and Science Communication ("Science Institute") introduces science to undergraduate non-science majors. A significant number of students at Columbia College are majoring in the fields of communications, media, and the arts, and an important feature of the program is the incorporation of the student's interests and skills into unconventional modes of communication for assessment, such as using multimedia tools and group evaluation to create and evaluate lab reports. By making science understandable, accessible, and enjoyable to students who otherwise may not have taken science classes, these non-majors increasingly combine science with their chosen professional fields, such as journalism, in ways they would never have considered if not for Science Institute courses taken. The Institute has also conducted a range of outreach efforts, including the creation of Math, Science, and Technology Academies at local high schools and the holding of weekly science labs for K-12 students on campus. The Institute was recently selected by the Chicago Board of Education to conduct workshops for all Chicago high school science and mathematics teachers.

Teaching About Islam and the Middle East—In collaboration with the Council of American Overseas Research Centers and with support from the U.S. Department of State, CIC offered a seminar for faculty members of CIC colleges and universities on *Teaching About Islam and the Middle East* in January 2004. This seminar, which took place at the American Center of Oriental Research in Amman, Jordan, provided the opportunity for faculty members in a variety of fields to learn more about the Middle East. The seminar was designed for faculty members not already experts on this subject with the expectation that they share new insights and knowledge gained at the seminar when they return to their home institutions. Nominations were received for 135 individuals; 12 were selected. Participants included faculty members from Benedictine College (KS), Catawba College (NC), Medaille College (NY), Mount Vernon Nazarene University (OH), Rhodes College (TN), Saint Anselm College (NH), Susquehanna University (PA), Tougaloo College (MS), University of Sioux Falls (SD), Ursinus College (PA), Virginia Wesleyan College, and Wilson College (PA).

Teaching Scholar Partnerships—In cooperation with the American Association of Community Colleges (AACC) and the Independent Colleges Office (ICO), and with a grant from the National Science Foundation through the AACC, CIC assisted institutions in strengthening mathematics, science, and technology education in the nation's elementary and secondary classrooms. The centerpiece of this program was the involvement of undergraduate students, the Teaching Scholars, who strengthened instruction in K-12 classrooms, and received stipends. Ten CIC institutions were selected in May 2001, and received program grants of \$30,000 each. A national conference of participants was held in June 2002 in

Washington, DC. The final conference for participating CIC institutions was held in spring 2003 in Washington, DC. A handbook describing the project was released in fall 2004. Participants included Carroll College (WI), Central Methodist University (MO), Drury University (MO), Millikin University (IL), North Central College (IL), Pfeiffer University (NC), St. Edward's University (TX), Saint Joseph's College (IN), West Virginia Wesleyan College, and Widener University (PA). Hutch Bearce, former dean of the college and professor of chemistry, Central College (IA), is the senior advisor of the project.

Workshops on Physics, Causal and Statistical Reasoning—CIC partnered with the National Computational Science Institute, a National Dissemination Project funded by the National Science Foundation, to offer a week-long workshop for faculty members on enhancing undergraduate physics education at CIC member institutions. The July 2004 workshop, held at Centenary College (NJ), was directed by physicist Robert M. Panoff, executive director of the Shodor Foundation, and an expert on undergraduate science education. Participants in the workshop explored how to integrate interactive explorations into undergraduate physics courses and learned to use software tools to develop their own teaching resources. In addition, attendees developed and presented case studies. Workshop participants included mathematics and physics professors from Centenary College (NJ), Converse College (SC), Judson College (IL), Lynchburg College (VA), Monmouth University (NJ), and Tabor College (KS).

And for the third year, CIC and Carnegie Mellon University's Open Learning Initiative co-sponsored an opportunity for CIC faculty members to participate in training workshops to develop online tools and instructional methods



LEE UNIVERSITY, TN



SAINT LEO UNIVERSITY, FL

to help students enhance their skills in causal and statistical reasoning. The 2004 workshops were held at CMU's campuses in June in Pittsburgh, PA, and in July in Moffet Field, CA. Participants included faculty members from Chestnut Hill College (PA), Lee University (TN), Monmouth University (NJ), Nyack College (NY), Piedmont College (GA), Rocky Mountain College (MT), St. Joseph's College (NY), Seattle Pacific University (WA), Spelman College (GA), and Washington and Jefferson College (PA).

Teaching and Learning Mentors Institute—This workshop, now in its second year of CIC sponsorship, enabled faculty leaders, faculty development staff members, and information technology staff members to learn about effective uses of information technology in instruction and to share information with others from similar institutions. The 2004 event included sessions on digital student portfolios and pedagogically effective uses of digital tools.

Held in July at Otterbein College (OH), the Institute was attended by 120 "Teaching and Learning Mentors" from 67 colleges and universities. Advisory committee members included Dawn Bush, director of academic technology services, Calvin College (MI); Myles McNally, professor of computer science, Alma College (MI); J. Wesley Baker, professor of communication arts and director of electronic media, Cedarville University (OH); and Terry Ferguson, professor of mathematics and computer science, Wofford College (SC).

Faculty Development Collaboratives in Technology—This program enabled state foundations and independent colleges and universities within a state, working collaboratively, to help faculty members make more effective use of digital tools in their teaching. Five \$20,000 grants were awarded to state

foundations in Alabama, Arkansas, Missouri, New Jersey, and South Carolina. The state collaboratives held workshops and developed materials that provide on-campus technical assistance for faculty members. The Foundation for Independent Higher Education (FIHE) co-sponsored this initiative, and CIC Senior Advisor Edward Barboni was the project leader. The project concluded in summer 2004.

ENGAGING COMMUNITIES AND CAMPUSES

Engaging Communities and Campuses Program—This program has assisted colleges and universities, in partnership with community organizations, both to improve student learning and to meet community needs. The program has conducted workshops, made awards to 13 institutions that developed model programs, and prepared working papers. The culminating program activity is a web-based "Effective Practices Exchange" that includes 54 descriptions of institutional programs. CIC launched the Exchange in summer 2004. This multi-year initiative, begun by CIC in 1998, was supported by a grant from the Atlantic Philanthropies.

Consultants for the program included Jon Rubenstein, Community Partner Consultants; Jo-Ann Sipple, distinguished professor of communications and information management, Bay Path College (MA); Kelly Ward, assistant professor, educational leadership and counseling psychology, Washington State University; and Edward Zlotkowski, professor of English, Bentley College (MA), and senior associate, AAHE. Evaluators included Andrew Furco, director, Service-Learning Research & Development Center, University of California at Berkeley; and Sally Leiderman, president, Center for Assessment and Policy Development.

STIMULATING REFORM

CIC supports and assesses a wide range of institutional reforms and programs, including:

REFORMING TEACHER ACCREDITATION

Teacher Education Accreditation Council (TEAC)—CIC continued to support TEAC, now in its eighth year of operation. TEAC received long-awaited recognition as an accrediting agency from the U.S. Department of Education in 2003, and is now working state by state to gain formal recognition as an alternative accrediting body to the National Council for Accreditation of Teacher Education (NCATE). TEAC President Frank Murray reports that, following its success last year in gaining recognition from the U.S. Department of Education, TEAC is now devoted to a time-consuming, but equally important, replay of the federal issues at each state level. TEAC is already a formal option in five states and there are promising discussions underway with another 12 states.

IMPROVING DECISIONS ABOUT INFORMATION TECHNOLOGY

Information Technology Advisory Service—This program, funded by the Verizon Foundation, provides institutional leaders with access to information that assists in making decisions about campus technological infrastructures. Forty institutions are receiving discounted subscriptions to the new EDUCAUSE

Center for Applied Research series of research studies and publications. CIC and EDUCAUSE also provided presidents with copies of a report on the Core Data Survey and an opportunity to participate in the Core Data Service. In June 2004, CIC released *Information Technology Benchmarks: A Practical Guide for College and University Presidents*, prepared by David Smallen, vice president for information technology, and Karen Leach, vice president for administration and finance, of Hamilton College (NY). The publication is a handy reference guide for presidents who must make decisions about expensive technology purchases, often without an adequate framework for judging the appropriateness of an expenditure.

PROMOTING NEW ASSESSMENT INSTRUMENTS

Collegiate Learning Assessment—In cooperation with the RAND Corporation's Council for Aid to Education (CAE), CIC has organized a consortium of institutions that will administer the new Collegiate Learning Assessment instrument during the 2004-2005 academic year. Participants include Allegheny College (PA), Bethel University (MN), Chatham College (PA), College of Saint Benedict/Saint John's University (MN), Hampshire College (MA), Hendrix College (AR), Marywood University (PA), Millikin University (IL), Pace University (NY), Seattle Pacific University (WA), University of Charleston (WV), and Westminster College (UT).



UNIVERSITY OF EVANSVILLE, IN

Through fostering collaboration among private colleges and universities and by partnering with other organizations, CIC helps member institutions create new programs and services that are both cost-effective and efficient. Among the many types of CIC-sponsored collaborations:

PARTNERING WITH THE MEDIA

CIC/New York Times Partnership in Education—Officially launched in fall 2003, the Partnership includes more than 40 CIC members. Members receive discounts on subscriptions, advertising rates, and rights and permissions site licenses for the *Times* archives, as well as programs and events on campus sponsored by the *Times*, and priority privileges for securing reporters and editors for speaking engagements on campus. David Caputo, president of Pace University (NY), is serving as chair of the Presidents Council and Richard Guarasci, president of Wagner College (NY), is project director. The Partnership is being organized around the theme of *Ethics and Leadership*, which will be featured in activities such as a Student Essay Contest and a Student News Editors Workshop at the *Times*.

Partner institutions in 2003-2004 included Albright College (PA), Allegheny College (PA), Bethany College (WV), Bloomfield College (NJ), California Lutheran University, Cazenovia College (NY), Chaminade University of Honolulu (HI), College of Notre Dame of Maryland, Dillard University (LA), Ferrum College (VA), Fresno Pacific University (CA), George Fox University (OR), Grand Canyon University (AZ), Hartwick College (NY), Hendrix College (AR), Heritage University (WA), Juniata College (PA), Linfield College (OR), Millsaps College (MS), Mount Holyoke College (MA), Mount St. Mary's College (CA), Otterbein

College (OH), Pace University (NY), Pitzer College (CA), Point Loma Nazarene University (CA), Regis University (CO), Rider University (NJ), Rollins College (FL), Saint Leo University (FL), Scripps College (CA), St. Edward's University (TX), St. Andrews Presbyterian College (NC), Swarthmore College (PA), University of Charleston (WV), University of Puget Sound (WA), University of St. Thomas (TX), Wagner College (NY), Westmont College (CA), Whitworth College (WA), Whittier College (CA), Willamette University (OR), and Wofford College (SC).

PRESIDENTS LEADERSHIP SUMMIT

CIC and Microsoft co-sponsored a Presidents Leadership Summit in August 2004, during which participants explored with Microsoft experts the technology-influenced approaches to learning and communication of the upcoming "millennial generation" of students, and the evolving nature of work in a global, knowledge-worker economy. The Summit was held at Microsoft's headquarters in Redmond, Washington.

During one session, panelists provided an overview of 21st century skills and explored how higher education, K-12 education, business, and government can work together to provide learners the competencies to succeed. Nicole Melander, senior director of worldwide higher education strategy and programs at Microsoft, discussed approaches to developing 21st century skills in lifelong learners. Panelists Gaylen Byker, president of Calvin College (MI), and Kathleen A. Ross, SNJM, president of Heritage University (WA), offered perspectives on the competencies that college graduates should possess and the implications for colleges and universities.

Participants also spent time planning how CIC, its members, and Microsoft may collaborate on mutually



CARROLL COLLEGE, MT

FORMING COLLABORATIONS

beneficial areas of interest. A group of presidents is working with CIC's and Microsoft's leadership to develop potential partnership initiatives.

Attendees included the presidents of Alaska Pacific University, Allegheny College (PA), Benedictine University (IL), Blackburn College (IL), Cabrini College (PA), Calvin College (MI), Centenary College (NJ), Chatham College (PA), College of Mount St. Joseph (OH), Dana College (NE), Ferrum College (VA), Gannon University (PA), Grand View College (IA), Heritage University (WA), Holy Names University (CA), Johnson C. Smith University (NC), Pace University (NY), Sacred Heart University (CT), Southwestern University (TX), Stephens College (MO), St. Thomas University (FL), The Sage Colleges (NY), University of Indianapolis - University of the New West (IN/AZ), University of Mary (ND), Villa Julie College (MD), Wesley College (DE), and Westminster College (UT).

HELPING STUDENTS THROUGH PARTNERSHIPS

Tuition Exchange Program (CIC-TEP)—The CIC Tuition Exchange Program consists of a network of member colleges and universities willing to accept as students—tuition free—family members of full-time employees of other CIC institutions. This popular program continues to grow. CIC-TEP had a record 342 participating institutional members in 2003-2004, benefiting 1,267 students.

Foundations of Excellence in First-Year Programs—In cooperation with the Policy Center on the First Year of College, located at Brevard College (NC), CIC is enabling member institutions to participate in a program to develop dimensions of excellence for first-year programs in liberal arts institutions. During 2003-2004, 12 institutions participated in a consortium to test these standards on their campuses. Another 25 CIC institutions are Affiliate Institutions, receiving all materials and some consultant assistance. The project is funded by Atlantic Philanthropies and Lumina Foundation for Education. The 12 participants include Augsburg College (MN), Aurora University (IL), Columbia College (SC), Endicott College (MA), Franklin Pierce College (NH), Indiana Wesleyan University, Madonna University (MI), Maryville College (TN), Marywood University (PA), Nazareth College (NY), St. Edward's University (TX), and University of Charleston (WV).

The 25 Affiliate Institutions include: American College of Greece, Avila University (MO), Barton College (NC), Berry College (GA), Blackburn College (IL), Carroll College (WI); Cazenovia College (NY); Clarke College (IA), Drew University (NJ), Friends University (KS), Illinois College, Johnson C. Smith University (NC), Keystone College (PA), Mercy College (NY), Mount Aloysius College (PA), Mount Marty College (SD), Mount Mercy College (IA), Roanoke College (VA), Texas Lutheran University, Thiel College



OKLAHOMA CITY UNIVERSITY, OK



EAST TEXAS BAPTIST UNIVERSITY, TX

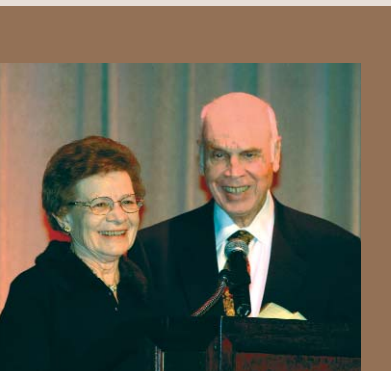
(PA), University of Dubuque (IA), University of Scranton (PA), Walsh University (OH), Warren Wilson College (NC), and Western New England College (MA).

Woodrow Wilson Visiting Fellows Program—The Woodrow Wilson National Fellowship Foundation, in cooperation with CIC, is offering initial year discounts of \$1,000 (20 percent) to CIC member institutions participating in the Foundation's Visiting Fellows Program, which brings notable, non-academic figures to college and university campuses for weeklong residencies. In response to the initial invitation, 52 institutions expressed interest, including 22 who are participating for the first time.

COOPERATING ON INFORMATION TECHNOLOGY

CIC and EDUCAUSE Events—CIC and EDUCAUSE have sought to make regional workshops under EDUCAUSE auspices increasingly useful to CIC member institutions by providing CIC-sponsored sessions and networking opportunities at selected EDUCAUSE events. Four regional events were held in 2004: EDUCAUSE Southwest in February in Dallas (TX); EDUCAUSE Western in March in Sacramento (CA); EDUCAUSE Midwest in April in Chicago (IL); and EDUCAUSE Southeast in June in Atlanta (GA). Each workshop included a luncheon roundtable discussion on topics of interest to CIC member institutions and, as a special theme this year, an afternoon discussion on network security issues, developed by the leaders of the EDUCAUSE/Internet 2 Computer and Network Security Task Force and the National Science Foundation Middleware Initiative.

CIC 2003-2004 AWARDEES



AWARDS FOR PHILANTHROPY

CIC presented the 2004 Awards for Philanthropy to Stanley M. Howe and Helen Jensen Howe, and Scholarship America. The Howes have been lead donors in numerous campaigns and their efforts on behalf of Iowa Wesleyan College have served as a springboard for several decades of philanthropic leadership throughout the state of Iowa.



Scholarship America, the nation's largest private sector scholarship and educational support organization, under the leadership of President William Nelsen, has expanded access to educational opportunities by involving and assisting communities, corporations, foundations, organizations, and individuals in the support of students and in the encouragement of educational achievement.

ALLEN P. SPLETE AWARD FOR OUTSTANDING SERVICE

Elizabeth McCormack, deputy chair of the board of Atlantic Philanthropies, received the Allen P. Splete Award for Outstanding Service during the 2004 Presidents Institute awards banquet. CIC honored her and her husband, Jerome I. Aron, former treasurer of Manhattanville College (NY) for the important role they have played over the years in higher education and American philanthropy.

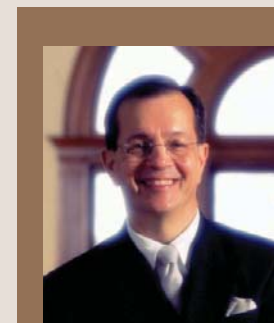


CHIEF ACADEMIC OFFICER AWARD

Marie Joan Harris, CSJ, Provost and Vice President for Academic Affairs of Avila University (MO), was selected by the nation's chief academic officers to receive the 2003 Chief Academic Officers Award for contributions to her colleagues at private colleges and universities.

ACADEMIC LEADERSHIP AWARD

Kent John Chabotar, President and Professor of Political Science at Guilford College (NC), won the Academic Leadership Award given annually to a nationally recognized educator for academic leadership and for assisting chief academic officers in their work.



RECOGNITION FOR TEN YEARS OF CONSECUTIVE SPONSORSHIP

The following companies were presented with plaques honoring them for providing ten consecutive years of support for the CIC Presidents Institute:

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RESOURCE DEVELOPMENT

CIC'S FUNDRAISING EFFORTS GENERATE THREE TYPES OF REVENUE—RESTRICTED PROGRAM GRANTS FOR PROJECTS, RESTRICTED OPERATING GRANTS EARMARKED FOR PARTICULAR PROGRAMS (E.G., CONFERENCE SPONSORSHIPS), AND UNRESTRICTED GRANTS FOR GENERAL OPERATING SUPPORT.

CIC RECEIVED FINANCIAL SUPPORT BETWEEN JULY 1, 2003 AND JUNE 30, 2004 FROM THESE DONORS AND SPONSORS:

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FINANCIAL STATEMENT

STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN UNRESTRICTED NET ASSETS 7/1/03-6/30/04

	GENERAL OPERATIONS	PROJECT GRANTS	TOTAL	
REVENUES				
Membership Dues	\$ 1,729,033		\$ 1,729,033	
Program Participant Fees	560,090		560,090	
Gifts and Grants				
Unrestricted Grants	155,000		155,000	
Program Grants	371,500	\$ 971,597	1,343,097	
Consulting Fees	9,800	11,059	20,859	
Interest and				
Miscellaneous Income	242,128	1,443	243,571	
TOTAL REVENUES	\$ 3,067,551	\$ 984,099	\$ 4,051,650	
EXPENSES				
Salaries and Benefits	\$ 1,494,558	\$ 220,963	\$ 1,715,521	
Programs and Meetings	471,621		471,621	
Grants to Colleges		175,296	175,296	
Other Expenses	645,837	588,917	1,234,754	
TOTAL EXPENSES	\$ 2,612,016	\$ 985,176	\$ 3,597,192	
		CHANGE IN NET ASSETS:	\$ 454,458	
		Unrestricted Net Assets at 7/1/03:	\$ 2,116,472	
		Unrestricted Net Assets at 6/30/04:	\$ 2,570,930	

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*Professor of English
Bentley College*

COLLEGE AND UNIVERSITY MEMBERS OF CIC (JUNE 2004)

CIC continues its steady growth with a membership of 522 independent colleges and universities, including liberal arts, comprehensive, and international institutions. Membership has grown by 158 institutions over the past four years. In addition, 48 national, state, and regional organizations are Affiliate Members, nine are International Members, and 6 comprise CIC's newest membership category, Associate Members. In 2003, the CIC Board of Directors approved an experiment to allow private, two-year, liberal arts colleges to become Associate Members of CIC. The experiment will be evaluated in June 2005.

ALABAMA

Birmingham-Southern College
Huntingdon College
Miles College
Oakwood College
Spring Hill College

ALASKA

Alaska Pacific University

ARIZONA

Grand Canyon University
Prescott College

ARKANSAS

Hendrix College
John Brown University
Lyon College
Philander Smith College
University of the Ozarks

CALIFORNIA

Azusa Pacific University
California Baptist University
California Lutheran University
Chapman University
Dominican University of California
Fresno Pacific University
Holy Names University
Mount St. Mary's College
Notre Dame de Namur University
Pitzer College
Point Loma Nazarene University
Scripps College
Simpson University
Thomas Aquinas College
Westmont College
Whittier College
Woodbury University

COLORADO

Colorado Christian University
Naropa University
Regis University

CONNECTICUT

Albertus Magnus College
Mitchell College
Sacred Heart University
University of Bridgeport

DELAWARE

Wesley College
Wilmington College

FLORIDA

Barry University
Bethune-Cookman College
Clearwater Christian College
Eckerd College
Flagler College
Jacksonville University
Palm Beach Atlantic University
Rollins College
Saint Leo University
Southeastern College
St. Thomas University
Warner Southern College

GEORGIA

Agnes Scott College
Berry College
Brenau University
Clark Atlanta University
LaGrange College
Mercer University
Morehouse College
Oglethorpe University
Paine College
Piedmont College

Shorter College
Spelman College
Thomas University
Wesleyan College

HAWAII

Brigham Young University Hawaii
Chaminade University of Honolulu

IDAHO

Albertson College of Idaho

ILLINOIS

Aurora University
Benedictine University
Blackburn College
Columbia College Chicago
Dominican University
Elmhurst College
Eureka College
Greenville College
Illinois College
Illinois Wesleyan University
Judson College
Kendall College
Lewis University
MacMurray College
McKendree College
Millikin University
Monmouth College
National-Louis University
North Central College
Olivet Nazarene University
Principia College
Quincy University
Rockford College
Saint Xavier University
Trinity Christian College
University of St. Francis

COLLEGE AND UNIVERSITY MEMBERS OF CIC

INDIANA

Anderson University
Bethel College
Calumet College of St. Joseph
Earlham College
Franklin College
Goshen College
Grace College and Seminary
Hanover College
Huntington College
Indiana Wesleyan University
Manchester College
Marian College
Saint Joseph's College
Saint Mary-of-the-Woods College
Saint Mary's College
Taylor University
Tri-State University
University of Evansville
University of Indianapolis
University of Saint Francis
Wabash College

IOWA

Briar Cliff University
Buena Vista University
Central College
Clarke College
Cornell College
Dordt College
Drake University
Graceland University
Grand View College
Iowa Wesleyan College
Loras College
Morningside College
Mount Mercy College
Simpson College
St. Ambrose University
University of Dubuque
Upper Iowa University
Wartburg College

KANSAS

Baker University
Benedictine College
Bethany College
Bethel College
Friends University
Kansas Wesleyan University
McPherson College
MidAmerica Nazarene University
Newman University
Ottawa University
Southwestern College
Sterling College
Tabor College
University of Saint Mary

KENTUCKY

Alice Lloyd College
Bellarmine University
Berea College
Brescia University
Campbellsville University
Cumberland College
Georgetown College
Kentucky Wesleyan College
Lindsey Wilson College
Midway College
Pikeville College
Spalding University
Thomas More College
Union College

LOUISIANA

Dillard University

MAINE

Saint Joseph's College of Maine
Unity College
University of New England

MARYLAND

College of Notre Dame of Maryland
Columbia Union College

Goucher College
Loyola College in Maryland
McDaniel College
Mount St. Mary's University
St. John's College
Villa Julie College

MASSACHUSETTS

American International College
Anna Maria College
Assumption College
Bay Path College
Curry College
Eastern Nazarene College
Elms College
Emerson College
Emmanuel College
Endicott College
Gordon College
Hampshire College
Lesley University
Merrimack College
Mount Holyoke College
Nichols College
Regis College
Springfield College
Stonehill College
Western New England College

MICHIGAN

Adrian College
Alma College
Aquinas College
Ave Maria College
Calvin College
Cornerstone University
Hillsdale College
Kalamazoo College
Madonna University
Marygrove College
Olivet College
Siena Heights University
Spring Arbor University

COLLEGE AND UNIVERSITY MEMBERS OF CIC

MINNESOTA

Augsburg College
Bethany Lutheran College
Bethel University
College of Saint Benedict
College of St. Catherine
College of St. Scholastica
Concordia College
Northwestern College
Saint John's University

MISSOURI

Avila University
Central Methodist University
College of the Ozarks
Columbia College
Culver-Stockton College
Drury University
Fontbonne University
Kansas City Art Institute
Maryville University of Saint Louis
Missouri Baptist University
Missouri Valley College
Park University
Rockhurst University
Stephens College
Webster University
Westminster College
William Jewell College
William Woods University

MISSISSIPPI

Millsaps College
Rust College
Tougaloo College

MONTANA

Carroll College
Rocky Mountain College
University of Great Falls

NEBRASKA

Bellevue University
College of Saint Mary

Dana College
Doane College
Hastings College
Midland Lutheran College
Nebraska Wesleyan University

NEW HAMPSHIRE

Colby-Sawyer College
Franklin Pierce College
New England College
Rivier College
Saint Anselm College
Southern New Hampshire University

NEW JERSEY

Bloomfield College
Caldwell College
Centenary College
College of Saint Elizabeth
Drew University
Felician College
Georgian Court University
Monmouth University
Rider University
Saint Peter's College

NEW MEXICO

College of Santa Fe
College of the Southwest
St. John's College

NEW YORK

Adelphi University
Cazenovia College
College of Mount Saint Vincent
College of Saint Rose
Concordia College
Daemen College
Dominican College
D'Youville College
Elmira College
Hamilton College
Hartwick College
Houghton College
Ithaca College

Keuka College
Le Moyne College
Marymount College of Fordham University
Marymount Manhattan College
Medaille College
Mercy College
Molloy College
Mount Saint Mary College
Nazareth College
Nyack College
Pace University
Roberts Wesleyan College
Sage Colleges
Siena College
St. Bonaventure University
St. John Fisher College
St. Joseph's College
St. Lawrence University
St. Thomas Aquinas College
Utica College
Wagner College
Wells College

NORTH CAROLINA

Barton College
Belmont Abbey College
Brevard College
Catawba College
Chowan College
Elon University
Gardner-Webb University
Greensboro College
Guilford College
Johnson C. Smith University
Lees-McRae College
Lenoir-Rhyne College
Livingstone College
Mars Hill College
Meredith College
Montreat College
North Carolina Wesleyan College
Pfeiffer University
Queens University of Charlotte
Saint Augustine's College

COLLEGE AND UNIVERSITY MEMBERS OF CIC

Salem College
St. Andrews Presbyterian College
Warren Wilson College

NORTH DAKOTA

Jamestown College
University of Mary

OHIO

Antioch College
Ashland University
Bluffton University
Capital University
Cedarville University
College of Mount St. Joseph
College of Wooster
Defiance College
Franciscan University of Steubenville
Franklin University
Heidelberg College
Hiram College
John Carroll University
Kenyon College
Lake Erie College
Lourdes College
Malone College
Marietta College
Mount Union College
Mount Vernon Nazarene University
Muskingum College
Notre Dame College
Oberlin College
Ohio Dominican University
Ohio Northern University
Otterbein College
Tiffin University
University of Findlay
Urbana University
Ursuline College
Walsh University
Wilberforce University
Wilmington College
Xavier University

OKLAHOMA

Oklahoma City University

OREGON

George Fox University
Linfield College
Marylhurst University
Pacific University
Willamette University

PENNSYLVANIA

Albright College
Allegheny College
Alvernia College
Arcadia University
Cabrini College
Carlow University
Cedar Crest College
Chatham College
Chestnut Hill College
College Misericordia
DeSales University
Duquesne University
Eastern University
Elizabethtown College
Franklin & Marshall College
Gannon University
Geneva College
Gettysburg College
Grove City College
Gwynedd-Mercy College
Holy Family University
Immaculata University
Juniata College
Keystone College
King's College
La Roche College
Lebanon Valley College
Lycoming College
Marywood University
Mercyhurst College
Messiah College
Moravian College

Mount Aloysius College
Neumann College
Philadelphia University
Point Park College
Robert Morris University
Rosemont College
Saint Francis University
Saint Vincent College
Seton Hill University
Susquehanna University
Swarthmore College
Thiel College
University of Scranton
Ursinus College
Washington and Jefferson College
Waynesburg College
Westminster College
Widener University
Wilkes University
Wilson College
York College of Pennsylvania

RHODE ISLAND

Roger Williams University

SOUTH CAROLINA

Anderson College
Benedict College
Charleston Southern University
Claflin University
Columbia College
Converse College
Limestone College
Morris College
Newberry College
Southern Wesleyan University
Voorhees College
Wofford College

SOUTH DAKOTA

Dakota Wesleyan University
Mount Marty College
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COLLEGE AND UNIVERSITY MEMBERS OF CIC

TENNESSEE

Belmont University
Bethel College
Carson-Newman College
Christian Brothers University
Crichton College
Cumberland University
Fisk University
King College
Lambuth University
Lane College
Lee University
LeMoyne-Owen College
Lincoln Memorial University
Maryville College
Milligan College
Rhodes College
Southern Adventist University
Tennessee Wesleyan College
Trevecca Nazarene University
Tusculum College
Union University
University of the South

TEXAS

Austin College
East Texas Baptist University
Huston-Tillotson College
Jarvis Christian College
McMurry University
Our Lady of the Lake University
Schreiner University
Southwestern University
St. Edward's University
Texas College
Texas Lutheran University
Texas Wesleyan University
University of St. Thomas
University of the Incarnate Word
Wiley College

UTAH

Westminster College

VERMONT

Bennington College
Champlain College
Goddard College
Green Mountain College
Marlboro College
Norwich University
Saint Michael's College
Southern Vermont College

VIRGINIA

Averett University
Bluefield College
Bridgewater College
Eastern Mennonite University
Emory & Henry College
Ferrum College
Hampden-Sydney College
Hollins University
Lynchburg College
Mary Baldwin College
Marymount University
Randolph-Macon College
Randolph-Macon Woman's College
Roanoke College
Shenandoah University
Sweet Briar College
Virginia Union University
Virginia Wesleyan College

WASHINGTON

Heritage University
Saint Martin's College
Seattle Pacific University
University of Puget Sound
Whitworth College

WEST VIRGINIA

Alderson-Broaddus College
Bethany College
Davis & Elkins College
Ohio Valley College
Salem International University

University of Charleston
West Virginia Wesleyan College
Wheeling Jesuit University

WISCONSIN

Alverno College
Cardinal Stritch University
Carroll College
Edgewood College
Lakeland College
Marian College
Mount Mary College
Northland College
Silver Lake College
St. Norbert College
Viterbo University

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American College of Greece
American University in Bulgaria
American University of Paris
Australian Catholic University
Forman Christian College
(Pakistan)

Franklin College of Switzerland
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Universidad Interamericana
de Costa Rica

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del Valle (Honduras)

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Hiwassee College, TN
Louisburg College, NC
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Association of Collegiate Business Schools and Programs, KS
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in New Jersey
Association of Independent Colleges & Universities of Nebraska
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Council for Higher Education/United Church of Christ, OH
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and Universities, DC
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National Humanities Alliance, DC
North Carolina Independent Colleges and Universities
Ohio Foundation of Independent Colleges
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Society for Values in Higher Education, OR
South Carolina Independent Colleges & Universities
Tennessee Independent Colleges and Universities Association
United Methodist Church/General Board of Higher
Education & Ministry, TN
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Woodrow Wilson National Fellowship Foundation, NJ

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Administrative Assistant

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Executive Vice President

Projects Manager

**Vice President for Planning and Evaluation
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Assistant to the President

Business Manager

Publications and Graphics Manager

Vice President for Advancement

Receptionist/Administrative Assistant

Vice President for Annual Programs

CAPHE Administrative Assistant

Director of Administration

Development Coordinator

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Allen Splete

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There are several ways to reach CIC. Let us hear from you.

Council of Independent Colleges
One Dupont Circle, Suite 320
Washington, DC 20036
Phone: (202) 466-7230
Fax: (202) 466-7238
E-mail: cic@cic.nche.edu

Please include your name, address, and telephone number when sending e-mail to CIC's general e-mail address.

WEBSITE

CIC's website—www.cic.edu—is a rich resource of information that draws increasingly large traffic each year. Visit the site for news about CIC conferences and programs, to download and order CIC publications, and for links to member institutions and other sites on higher education.

LISTSERVS

Through listservs, CIC links a national network of individuals who lead and staff private colleges and universities. The service is free, and all but one of the listservs are restricted to CIC member institutions; the list for chief academic officers ([cicdean-list](#)), is open to deans from non-member institutions as well. In addition, the listservs for presidents and chief academic officers have been archived and offer a wealth of information on myriad topics, and they are searchable by date, name, subject, and institution.

To join the discussion groups, send your request via e-mail to cic@cic.nche.edu. Include your name, title, and institution. If your request is approved, your name will be added to the appropriate listserv. You will receive an e-mail confirmation.

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Open to student affairs officers and staff at CIC member institutions.

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Open to public relations officers and staff at CIC member institutions.

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Open to business and financial officers at CIC member institutions.

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Open to spouses of sitting presidents of CIC member institutions.

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Open to those at CIC campuses interested in discussing issues of information technology.

CICCHAIR-LIST

Open to department and division chairs from CIC member institutions.

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INDEPENDENT HIGHER
EDUCATION AND ITS LEADERSHIP.

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